

# **SAMPLE OR SUGGESTED CURRICULUM ALIGNED TO OUTCOMES-BASED EDUCATION (OBE) FOR BACHELOR OF ARTS IN ISLAMIC STUDIES**

## **PROGRAM SPECIFICATIONS**

### **I. Program Description**

#### **1.1 Degree Name**

The degree name shall be Bachelor of Arts in Islamic Studies.

#### **1.2 Nature of Field of Study**

The ABIS is a four-year degree program with specializations in Political Economy and Islamic Arts and Multimedia Technology.

#### **1.3 Program Educational Objectives/Program Goals**

The ABIS program aims to produce graduates who:

- a. Can demonstrate and/or practice Islam as a way of life in the context of economic, social, cultural, political and legal aspects and
- b. Are experts and/or scholars in either Political Economy or Multimedia Technology who would contribute to the education of Muslims and Non-Muslims as well as in the integration of Muslim Filipinos into the mainstream of Philippine Society.

#### **1.4 Specific Professions and Allied Fields/careers/occupation for graduates**

AB Islamic Studies graduates can work on the following areas:

- a. Foreign Service
- b. Islamic Education
- c. Islamic Research
- d. Business and related services
- e. Information, Communication and Technology and
- f. Other related fields

Allied programs

Related programs to AB Islamic Studies The ABIS with specialization in Political Economy is allied to programs in Political Science and Economics and ABIS with specialization in Islamic Arts and Multimedia Technology is allied to Multimedia Arts, Philosophy and Theology programs.

### **II. Program Outcomes**

The minimum standards for the AB Islamic Studies program are expressed in the following minimum set of learning outcomes:

## 2.1 Common to all programs in all types of schools

- a) Articulate and discuss the latest developments in the specific field of practice (PQF level 6 descriptor);
- b) Effectively communicate orally and in writing using both English and Filipino;
- c) Work effectively and independently in multi-disciplinary and multi-cultural teams (PQF level 6 descriptor);
- d) Act in recognition of professional, social, and ethical responsibilities;
- e) Preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722);

## 2.2 Common to the discipline (Humanities Education)

The graduates have the ability to

- f) Recognize the need for and demonstrate the ability for lifelong learning
- g) Identify multi-perspectives and interrelations among texts and contexts
- h) Apply analytical and interpretative skills in the study of texts
- i) Discuss and/or create artistic forms
- j) Demonstrate research skills specific to the sub-disciplines in the humanities
- k) Use appropriate theories and methodologies critically and creatively
- l) Appraise the role of humanistic education in the formation of the human being and society

## 2.3 Specific to sub-discipline and a major

- m) Demonstrate knowledge and understanding of Qur'an, Hadith, Islamic laws, history, culture, philosophy, literature and arts.
- n) Situate Islamic Studies in a global context

## 2.4 Common to a horizontal type as defined in CMO 46 s 2012

1. For professional institutions: a service orientation in one's profession
2. For colleges: an ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves
3. For universities: an ability to participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges must, in addition, have the competencies to support "national, regional and local development plans." (RA 7722)

A PHEI, at its option, may adopt mission-related program outcomes that are not included in the minimum set.

## III. Sample Performance Indicators

Performance Indicators are specific, measurable statements identifying the performance(s) required to meet the outcome; confirmable through evidence.

Program Outcomes	Performance Indicators
m) Demonstrate knowledge and	1. Exhibit proficiency in Arabic both in oral and written form

understanding of Qur'an, Hadith, Islamic laws, history, culture, philosophy and literature.	2. Discuss and interpret Hadith and Islamic laws 3. Trace and discuss history, culture, philosophy and literature of Islam
n) Situate Islamic Studies in a global context	1. Discuss the concept of Islamic perspectives in relation to the global issues and development  2. Apply the concepts and methods of Islamic context to specific areas of interest

The program outcomes from (h) to (l) set the minimum requirements for a graduate of the AB Islamic Studies program. PHEIs/LUCs/SUCs may add additional outcomes as necessary and appropriate.

## **CURRICULUM**

### **I. Curriculum Description**

The ABIS program with specialization in Political Economy shall have a minimum of 176 units while the ABIS program with specialization in Islamic Arts and Multimedia Technology shall have minimum of 179 units.

The curriculum consists of six parts: (a) General Education courses (63 units); (b) Core Courses (24 units), (c) Specialization Courses for Political Economy (60 units) and for Islamic Arts and Multimedia Technology (63 units). (d) Electives (9) units, (e) Thesis or OJT (6 units) and (f) Other Courses (14 units).

### **II. Sample Curriculum**

#### **2.1 Components:**

#### **A. General Education (GE) courses – 63 units**

Language and Literature 24 units

English	-	9 units
Filipino	-	9 units
Literature	-	6 units

Mathematics and Natural Sciences 15 units

Mathematics	-	6 units
Natural Sciences	-	6 units
Science Elective	-	3 units
Humanities and Social Sciences		18 units
Humanities	-	6 units
Arts		
Philosophy		
Social Sciences	-	12 units
Basic Economics (with Taxation and Agrarian Reform)		
General Psychology		
Politics and Governance (with Philippine Constitution)		
Society and Culture (with Family Planning)		
Mandated Courses		6 units
Life and Works of Rizal		
Philippine History		

## **B. Core Courses 24 units**

### ***Basic/Functional Arabic***

Elementary Arabic	3
Intermediate Arabic	3
Advanced Arabic	3
Structure, Morphology and Syntax of the Arabic Language	3
Arabic Literature prior to Qur'an	3
Lugatul Qur'an	3
Historical Foundations of Hadith	3

## **C. Major Courses**

### **C1. Political Economy 60 units**

Introduction to Political Economy	3
Shariah 1	3
Siratun Nabi	3
Contemporary Political Trends	3
Fiq Alal Madhabib al Khamzah	3
Islamic Political Ideology	3
Shariah 2	3
Dialectal Classical Kalam	3
International Political Economy 1	3
Great Islamic Philosophers past & present (Sabzwari to Tabatabaie)	3
Comparative Theology (Abrahamic Faith & Theo Post Catholic (Christianity)	3
Practical and Theoretical Sufism & Islamic Institutions of Philosophy	3
International Political Economy 2	3
Orientalism and its Prejudices	3
Post Renaissance Europe and	3

Colonization in the Muslim World	
Computer Fundamentals	3
Statistics for Social Sciences	3
Islamic Banking and Finance	3
Islamic Laws and Practices on Inheritance	3
Eastern Religions with research paper	3
<b>C2. Islamic Arts and Multimedia Technology</b>	<b>63 units</b>
Islamic Political Ideology	3
Dialectical Classical Kalam	3
Great Islamic Philosophers	3
Orientalism and its Prejudices	3
Introduction to Islamic Arts	3
Islamic Arts and Calligraphy	3
Religious and Decorative Arts	3
2D Islamic Arts	3
Multimedia Principles and Design	3
Islamic Music	3
Drama and Theater Arts	3
Poetry	3
Computer Fundamentals	3
Introduction to Computer Graphics	3
Creative Graphics and Design	3
3D Art Forms	3
Computer Application in Arts and Design	3
Digital Audio and Video	3
Image Manipulation and Animation	3
Web Design and Desktop Publishing	3
Islamic Architecture	3
<b>D. Electives*</b>	<b>9 units</b>
Caliphates	3
Tarikh (Caliphates & Post Crusade)	3
A review of the Islamic Revolutions	3
Tafsir Qur'an	3
Hifdul Qur'an	3
*Choose three (3) from any of the subjects	
<b>E. Thesis or OJT</b>	<b>6 units</b>
<b>F. Other Courses</b>	<b>14 units</b>
P.E	8 units
NSTP	6 units

## 1.2. Program of Study

The institution may enrich the sample/model program of study depending on the needs of the industry, provided that all prescribed courses/competencies required in the curriculum outline are offered and prerequisites and co-requisites are observed.

The program study herein is only an example. HEIs may use this sample and modify it according to its needs. They may also add other preferred courses.

### SAMPLE PROGRAM OF STUDY

#### For ABIS: Political Economy

##### 1<sup>st</sup> Semester

##### First Year

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Eng. 1 Study and Thinking Skills in English	3	0	3	None
Fil. 1 Komunikasyon sa Akademikong Filipino	3	0	3	None
Lit. 1 - Philippine Literatures	3	0	3	None
Math 1 College Algebra	3	0	3	None
Soc Sci 1 Society and Culture w/Family Planning	3	0	3	None
Nat Sci 1 Biology	3	0	3	None
Core 1 – Basic/ Functional Arabic	3	0	3	None
PE 1			2	None
NSTP 1			3	None
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>26</b>	

##### 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		

Eng. 2 Writing in the Discipline	3	0	3	None
Fil. 2 Pagbasa at Pagsulat Tungo sa Pananaliksik	3	0	3	None
Math 2 Statistics	3	0	3	None
Nat Sci 2 Physics	3	0	3	None
Soc Sci 2 Politics and Governance w/ Philippine Constitution	3	0	3	None
Soc Sci 3 General Psychology	3	0	3	None
Core 2 – Elementary Arabic	3	0	3	None
PE 2			2	None
NSTP 2			3	None
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>26</b>	

## Second Year

### 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Lit. 2 - World Literatures	3	0	3	None
English 3 (Speech Communication)	3	0	3	None
Filipino 3- Masining na Pagpapahayag	3	0	3	None
Humanities 1 - Introduction to Philosophy	3	0	3	None
Soc Sci 4 Basic Economics w/ Taxation and Agrarian Reform	3	0	3	None
Major 1 – Intro to Pol Eco	3	0	3	None
Major 2 – Shariah 1	3	0	3	
Core 3 – Intermediate Arabic	3	0	3	Functional Arabic

P.E. 3			2	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>26</b>	

## 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
MC2 – Philippine History	3	0	3	None
Science Elective - Earth Science	3	0	3	None
Major 3 – Siratun Nabi	3	0	3	None
Major 4 - Contemporary Political Trends	3	0	3	None
Major 6 – Islamic Political Ideology	3	0	3	None
MC1 - Life and Works of Rizal	3	0	3	None
Elective 1	3	0	3	None
Core 4 – Advanced Arabic	3	0	3	None
P.E. 4			2	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>26</b>	

## Third Year

### 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Humanities 2 – Art Appreciation	3	0	3	None
Major 7 – Shariah 2	3	0	3	None
Major 8 - Dialectal Classical Kalam	3	0	3	None



Major 9 - International Political Economy 1	3	0	3	None
Major 10 - Great Islamic Philosophers past & present (Sabzwari to Tabatabaie)	3	0	3	None
Major 11 – Comparative Theology (Abrahamic Faith & Theo Post Catholic Christianity)	3	0	3	None
core 5 – Structure, morphology and syntax of the Arabic language	3	0	3	None
Elective 2	3	0	3	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>24</b>	

## 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Major 12 - Practical and Theoretical Sufism & Islamic Institutions of Philosophy	3	0	3	None
Major 13 - International Political Economy 2	3	0	3	None
Major 14 – Orientalism and its Prejudices	3	0	3	None
Major 15 - Post Renaissance Europe and Colonization in the Muslim World	3	0	3	None
Major 16 – Computer Fundamentals	3	0	3	None
Major 17 – Statistics for Social Sciences	3	0	3	None
Core 6 – Arabic literature prior to Qur'an	3	0	3	None
Elective 3	3	0	3	None

<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>24</b>	
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#### Fourth Year

##### 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Major 18 Islamic Banking and Finance	3	0	3	None
Major 19 – Islamic Laws and Practices on Inheritance	3	0	3	None
Major 20 – Eastern Religions with research paper	3	0	3	None
Major 5 – Fiq Alal Madhabib al Khamzah	3	0	3	None
Core 7 – Lugatul Qur'an	3	0	3	None
Core 8 – Historical Foundations of Hadith	3	0	3	None
<b>TOTAL</b>	<b>18</b>	<b>0</b>	<b>18</b>	

##### 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Thesis or OJT (300 hours)	6	0	6	None
<b>TOTAL</b>	<b>6</b>	<b>0</b>	<b>6</b>	

#### Summary:

Year 1 First Semester	26 units	Year 3 First Semester	24 units
Second Semester	26 units	Second Semester	24 units

Year 2 First Semester      26 units      Year 4 First Semester      18 units  
 Second Semester      26 units      Second Semester \_\_\_\_\_ 6 units

**Total                      176 UNITS**

**For ABIS: Islamic Arts and Multi Media Technology**

**First Year**

**1<sup>st</sup> Semester**

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
English 1 Study and Thinking Skills in English	3	0	3	None
Fil. 1 Komunikasyon sa Akademikong Filipino	3	0	3	None
Philippine Literatures	3	0	3	None
Math 1 College Algebra	3	0	3	None
Soc Sci 1 Society and Culture w/Family Planning	3	0	3	None
Nat Sci 1 Biology	3	0	3	None
Core 1 – Basic/ Functional Arabic	3	0	3	None
P.E. 1			2	None
NSTP 1			3	None
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>26</b>	

**2<sup>nd</sup> Semester**

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
English 2	3	0	3	None

Writing in the discipline				
Fil. 2 Pagbasa at Pagsulat Tungo sa Pananaliksik	3	0	3	None
Math 2 Business Mathematics	3	0	3	None
Nat Sci 2 Physics	3	0	3	None
Soc Sci 2 Politics and Governance w/ Philippine Constitution	3	0	3	None
Soc Sci 3 General Psychology	3	0	3	None
Core 2 – Elementary Arabic	3	0	3	None
P.E. 2			2	None
NSTP 2			3	None
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>26</b>	

### Second Year

#### 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Lit. 2 - World Literatures	3	0	3	None
English 3 (Speech Communication)	3	0	3	None
Filipino 3- Masining na Pagpapahayag	3	0	3	None
Humanities 1 - Introduction to Philosophy	3	0	3	None
Life and Works of Rizal	3	0	3	None
Soc Sci 4 Basic Economics w/ Taxation and Agrarian Reform	3	0	3	None
Major 1 – Introduction to Islamic Arts	3	0	3	None
Core 3 – Intermediate Arabic	3	0	3	Functional Arabic

P.E. 3			2	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>26</b>	

## 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
MC2 – Philippine History	3	0	3	None
Science Elective - Earth Science	3	0	3	None
Major 2 – Islamic Political Ideology	3	0	3	None
Major 3 – Dialectical Classical Kalam	3	0	3	None
Major 4 - Great Islamic Philosophers	3	0	3	None
Major 5 – Orientalism and its Prejudices	3	0	3	None
Major 6 – Computer Fundamentals	3	0	3	None
Core 4 – Advanced Arabic	3		3	None
P.E. 4			2	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>26</b>	

## Third Year

### 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Humanities 2 – Art Appreciation	3	0	3	None
Major 7 –Islamic Arts and Calligraphy	3	0	3	None

Major 8 – Introduction to Computer Graphics	3	0	3	None
Major 9 – Religious and Decorative Arts	3	0	3	None
Major 10 – 2D Islamic Arts	3	0	3	None
Major 11 – Multimedia Principles and Design	3	0	3	None
Core 5 – Structure, Morphology and Syntax of the Arabic Language	3	0	3	None
Elective 1	3		3	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>24</b>	

## 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Major 12 – Islamic Music	3	0	3	None
Major 13 – Drama and Theater Arts	3	0	3	None
Major 14 – 3D Art Forms	3	0	3	None
Major 15 - Poetry	3	0	3	None
Major 16 – Computer Application in Arts and Design	3	0	3	None
Major 17 – Digital Audio and Video	3	0	3	None
core 6 – Arabic Literature prior to Qur'an	3	0	3	None
Elective 2	3		3	None
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>24</b>	

## Fourth Year

### 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Major 18 – Image Manipulation and Animation	3	0	3	None
Major 19 - Web Design and Desktop Publishing	3	0	3	None
Major 20 – Creative Graphics and Design	3	0	3	None
Major 21 – Islamic Architecture	3	0	3	None
Core 7 – Lughatul Qur'an	3	0	3	None
Elective 3	3	0	3	None
Core 8 – Historical Foundations of Hadith	3	0	3	None
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>21</b>	

### 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units	Pre-requisites
	Lec.	Lab.		
Thesis or OJT	6	0	6	None
<b>TOTAL</b>	<b>6</b>	<b>0</b>	<b>6</b>	

### Summary:

Year 1 First Semester	<b>26 units</b>	Year 3 First Semester	<b>24 units</b>
Second Semester	<b>26 units</b>	Second Semester	<b>24 units</b>
Year 2 First Semester	<b>26 units</b>	Year 4 First Semester	<b>21 units</b>
Second Semester	<b>26 units</b>	Second Semester	<b><u>6 units</u></b>
		<b>Total</b>	<b>179 units</b>

### III. Sample Curriculum Map

Curriculum map is “a matrix relating all the courses listed in the program curriculum with one or more of the declared program outcomes.”

The HEIs/LUCs/SUCs shall create a complete curriculum map of their current existing BS in Forestry Curriculum. Refer to Figure 1 for a sample curriculum map that relates all the courses in the sample curriculum with the minimum set of program outcomes.

**Figure 1 – Sample Curriculum Mapping**

The graduate of the AB Islamic Studies should have developed the ability to:

- a) Articulate and discuss the latest developments in the specific field of practice.  
(PQF level 6 descriptor)
- b) Effectively communicate orally and in writing using both English and Filipino
- c) Work effectively and independently in multi-disciplinary and multi-cultural teams.  
(PQF level 6 descriptor)
- d) Act in recognition of professional, social, and ethical responsibility
- e) Preserve and promote “*Filipino historical and cultural heritage*” (based on RA 7722)
- f) Recognize the need for and demonstrate the ability for lifelong learning
- g) Identify multi-perspectives and interrelations among texts and contexts
- h) Apply analytical and interpretative skills in the study of texts
- i) Discuss and/or create artistic forms
- j) Demonstrate research skills specific to the sub-disciplines in the humanities
- k) Use appropriate theories and methodologies critically and creatively
- l) Appraise the role of humanistic education in the formation of the human being and society
- m) Demonstrate knowledge and understanding of Qur’an, Hadith, Islamic laws, history, culture, philosophy, literature and arts.
- n) Situate Islamic Studies in a global context

L- Learned in the course

P- Practiced in the course

O- Not yet learned/practice but Opportunity to exist

Code	Core Courses	Program Outcomes													
		a	b	c	d	e	f	g	h	i	j	k	l	m	n
CC1	Basic Functional Arabic		O											P	L
CC2	Elementary Arabic		O											P	L
CC3	Intermediate Arabic		L						L	L		L		P	L
CC4	Advanced		L					L	L	L		L		P	L



	Arabic														
CC5	Structure, Morphology and Syntax of the Arabic Language		L						O	O	O	L		P	L
CC6	Arabic Literature prior to Qur'an		O					O	O	O	O	L	O	L	L
CC7	Lugatul Qur'an		L						L	L	O	L	O	P	L
CC8	Historical Foundation of Hadith		O						L	O	O	L	L	P	L
	Major Courses														
	Political Economy														
<b>CODE</b>	<b>Course</b>	a	b	c	d	e	f	g	h	i	j	k	l	m	n
MCPE1	Introduction to Political Economy	L	L	O				O	L	O	O	L	O	L	L
MC PE2	Shariah 1	O	L	O				L	L	O	O	L	O	L	L
MCPE3	Siratun Nabi	O	L	O				L	L	O	O	L	P	L	L
MCPE4	Contemporary Political Trends	L	L	L				O	L	O	O	L	O	L	L
MCPE5	Fiq Ala Madhabib Al Khamzah	O	L	O				L	P	L	L	L	L	L	P
MCPE6	Islamic Political Ideology	L	L	L				O	L	L	L	L	L	L	P
MCPE7	Shariah 2	L	L	L				L	L	L	L	L	L	L	P
MCPE8	Dialectical Classical Kalam	L	L	L				O	P	L	L	L	L	P	L
MCPE9	International Political														

	Economy 1	L	L	L				O	L	O	O	L	O	L	L
MCPE10	Great Islamic Philosophers Past and Present (Sabzwari and Tabatabaie)	L	L	O				L	L	L	L	L	L	P	L
MCPE11	Comparative Theology (Abrahamic Faith and Theo Post Catholic Christianity)	L	L	O				L	L	L	L	L	L	P	L
MCPE12	Practical and Theoretical Sufism and Islamic Institution of Philosophy	L	L	O				L	L	L	L	L	L	P	L
MCPE13	International Political Economy 2	L	L	L				O	L	O	O	L	O	L	L
MCPE14	Orientalism and Its Prejudices	L	L	O				L	L	L	L	L	L	P	L
MCPE15	Post Renaissance Europe and Colonization in the Muslim World	L	L	O				L	L	L	L	L	L	P	L
MCPE16	Computer Fundamentals	L	L	L				L	L	L	O	O	O	L	L
MCPE17	Statistics for Social Sciences	L	L	L				L	L	L	P	P	O	L	P
MCPE18	Islamic Banking and Finance	L	L	O				L	L	L	L	L	O	L	P

MCPE19	Islamic Laws and Practices on Inheritance	L	L	O				L	L	L	L	L	O	L	P
MCPE20	Eastern Religious with Research Paper	L	L	L				L	L	L	P	P	O	L	P
<b>Islamic Arts and Multimedia Technology</b>															
<b>CODE</b>	<b>COURSE CODE</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
MCMTIA1	Islamic Political Ideology	L	L	L				O	L	L	L	L	L	L	P
MCMTIA2	Dialectical Classical Kalam	L	L	L				O	P	L	L	L	L	P	L
MCMTIA3	Great Islamic Philosophers	L	L	O				L	L	L	L	L	L	P	L
MCMTIA4	Orientalism and Its Prejudices	L	L	O				L	L	L	L	L	L	P	L
MCMTIA5	Introduction to Islamic Arts	L	L	L				L	L	L	L	L	O	L	L
MCMTIA6	Islamic Arts and Calligraphy	L	L	L				L	L	L	L	L	O	P	L
MCMTIA7	Religious and Decorative Arts	L	L	L				L	L	L	L	L	O	P	L
MCMTIA8	2D Islamic Arts	L	L	L				L	L	L	L	L	O	P	L

MCMTIA9	Multimedia Principles and Design	L	L	L				L	L	L	L	L	O	P	L
MCMTIA10	Islamic Music	L	L	L				L	L	L	L	L	O	P	L
MCMTIA11	Drama and Theater Arts	L	L	L				L	L	L	L	L	O	P	L
MCMTIA12	Poetry	L	L	L				L	L	L	L	L	O	P	L
MCMTIA13	Computer Fundamentals	L	L	L				L	L	L	O	O	O	L	L
MCMTIA14	Introduction to Computer Graphics	L	L	L				L	L	L	L	L	O	P	L
MCMTIA15	Creative Graphics and Design	L	L	L				L	L	L	L	L	O	P	L
MCMTIA16	3D Arts Form	L	L	L				L	L	L	L	L	O	P	L
MCMTIA17	Computer Application in Arts and Design	L	L	L				L	L	L	L	L	O	P	L
MCMTIA18	Digital Audio and Video	L	L	L				L	L	L	L	L	O	P	L
MCMTIA19	Image Manipulation and Animation	L	L	L				L	L	L	L	L	O	P	L
MCMTIA20	Web Design and Desktop Publishing	L	L	L				L	L	L	L	L	O	P	L
MCMTIA21	Islamic Architecture	L	L	L				L	L	L	L	L	O	P	L
<b>Elective Courses</b>															
<b>CODE</b>		<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
EC1	Caliphates	O	L	O				L	L	O	O	L	P	L	L
EC2	Tarikh (Caliphates and Post Crusade)	L	L	O				L	L	L	L	L	L	P	L

EC3	A Review of the Islamic Revolutions	L	L	O				L	L	L	L	L	L	P	L
EC4	Tafsir Qur'an		L					L	L	L		L		P	L
EC5	Hifdul Qur'an		L					L	L	L		L		P	L
Thesis or OJT	<b>Thesis or OJT</b>	L	P	P	L	L	L	L	L	L	L	L	L	P	P

#### IV. Sample Means of Curriculum Delivery

The **AB Islamic Studies** curriculum adheres to a learner-centered paradigm. It begins with clearly stated competencies students must acquire and demonstrate at the end of the four-year program. Appropriate teaching-learning strategies facilitate the acquisition of these competencies. Under this paradigm, students are the subject of the learning process enabling them to achieve their full potential. The teaching-learning process is interactive, participatory, collaborative and experiential. The teacher is a mentor, facilitator and collaborator.

The following methodologies/strategies may be used:

PO Code	PO Statement	Performance Indicators	Codes of Key Course(s) for the PI(s)	Assessment Methods			Evaluation Methods	Standards	Evaluator's Comments
				A1	A2	A3			
m	Demonstrate knowledge and understanding of Qur'an, Hadith, Islamic laws, history, culture, philosophy and literature.	1. Exhibit proficiency in Arabic both in oral and written form	Advance Arabic, Lugatul Qur'an	Written Exam	Oral Presentation using Rubric				
		2. Discuss and interpret Hadith and Islamic laws	Shariah 2, Siratun Nabi	Written Exam	Report using Rubric	Concept Paper			
		3. Trace and discuss history, culture, philosophy and literature of Islam	Great Islamic Philosophers Past and Present (Sabzwari and Tabatabaie)	Written Exam	Oral Presentation using Rubric	Case Studies			

### **Sample Means of Curriculum Delivery of Other Discipline**

- Lecture / discussion
- Use of collaborative / active learning strategies such as games, role play, project-based learning, dialogues, journals, buzz sessions, brain storming, concept mapping, think-pair-share, counsel brainstorming exercise
- Demonstration
- Exposure trip (local or international)
- Community/Industry immersion/Practicum
- Self-assessment
- Reflective learning experience
- Case analysis/Thesis/Research Study
- Simulation
- Community/Industry mapping exercise
- Critique or reflections Partnership and linkage

### **BS ENTREPRENEURSHIP**

**Lecture** - Presentation segments with embedded interactive experiences such as question and answer sessions.

**Demonstration** - Faculty members show how a skill should be performed or students are observed as they perform a learning outcome.

**Discussion** - Formal or informal interaction on selected topics, usually primed by leading and/or open-ended questions.

- a. Class discussion: The faculty member serves as facilitator, prompting and probing to ensure the discussion remains focused and objectives are met.
- b. Discussion Panel: Students or experts focus on one issue and varying views or aspects are raised.

**Management Games** - Competitive activity based on course content. Moderate competition enhances performance. Often used for content reinforcement and skill practice. Can also be used to strengthen critical thinking in games where strategies must be developed to solve problems.

**Collaborative Learning** - Students work in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Interdependence is required.

**Literature Review** - Students read and reflect on articles in the professional journals in order to become familiar with the current research.

**Student Presentations** - Research shows peer teaching is an active learning strategy that results in significant gains in learning. Students practice professional roles and improve communication skills.

**Case Study /Discussion Method** - An open ended story or case study provides a vehicle for analysis, criticism, and reaching conclusions.

**Multimedia Instruction** - Integrating varying formats such as lecture, text, graphics, audio, video, Web resources, projection devices, and interactive devices in a lesson. Increases motivation, alertness, and can improve the quality of student responses. Simultaneous presentation using multiple formats allows students to learn using multiple senses.

**Problem Solving** - Problems common to a discipline are integrated in scenarios to allow students to strengthen creative and critical thinking. Problem solving is the most independent of learning methods that empowers the students to initiate their own learning. The learner sequences action steps that will lead to the correct solutions. The teacher therefore must assume the role of the facilitator, and be prepared to provide students with feedback rather than solutions

- a. **Brainstorming** - Used most often with groups, brainstorming is a technique for refining the definition of a problem, generating multiple solutions to a problem or multiple designs for developing something new, and to identify possible threats to the solutions and designs. It promotes creative and critical thinking.
- b. **Change the Rules** - Rarely do circumstances stay the same for long in the real world. Integrating changes in a problem scenario during the solution timeframe provides necessary experience with responding to new information.

### **Simulation**

- a. **Computer-based - Interactive:** Computerized model or scenario.
- b. **Role Plays** - Students assume one of the characters in a simulated situation in order to experience different points of view or positions.

**Role-Playing**-Each student takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. More rarely, students take on the roles of some phenomena, such as part of an ecosystem, to demonstrate the lesson in an interesting and immediate manner. The instructor needs to decide the context for the exercise and the role(s) that the students will play. If the students are taking human roles, the context is generally a specific problem such as global warming or dealing with an active volcano.

**Graphic Organizers** - Clarify relationships with diagrams or graphs. Clarify processes with flow charts. Implementation Suggestions:

- a. useful as part of lectures
- b. useful as a student assignment to verify their understanding of complex learning.

**Immersion Environments** - Students are placed within a setting or situation in which they exclude all else from their experiences. If they are immersed in a language, they speak, hear, write, and read only that language. If they are immersed in a work setting and assigned a role there, they become that role and their communications and actions comply with that role.

**Portfolio** - Collecting, organizing, reflecting upon and publishing a variety of student work including papers, presentations, videos, and images.

- **ePortfolio** - Collecting materials (artifacts/evidence) in a digital file.

### **Podcasting**

- a. Audio: Using mp3 compression to make audio files small enough to be broadcast, downloaded, or emailed by instructors and students. Files may include lectures or verbal feedback regarding assignments.
- b. Enhanced: Combining images, such as PowerPoint, and audio, such as instructor voice over, which are compressed and viewable on a computer or photo/video iPod.
- c. Video: Digital video, such as classroom lectures or interviews with experts, which are compressed and viewable on a computer or video iPod.

**Video-conferencing** – Point to point or point to multipoint discussions using a digital format.

**Web-based Instruction** - Using Web resources to support learning.

- a. blogs
- b. building a Website
- c. discussion boards
- d. online testing and quizzes
- e. research
- f. virtual tours
- g. web-streaming
- h. wikis

## V. Sample Syllabi for Selected Core AB Islamic Studies Courses

Course Name	:	<b>Lugatul Qur'an</b>
Course Description	:	This course deals with the study and review of the Arabic as official language of the Holy Qur'an. Emphasis is on the Arabic
Course Outcomes	:	At the end of this course, students are be able to demonstrate knowledge and understanding in the literary and contextual language of Qur'an
Course Credits	:	3
Contact Hours/week	:	3
Prerequisite	:	Basic/Functional/Elementary/Intermediate/Advance Arabic/Structures, Morphology and Syntax of Arabic Language
Suggested Course Content	:	<ol style="list-style-type: none"> <li>1. Nature of Quranic Language</li> <li>2. Comparison of Quranic Arabic Vis-a-vis Colloquial Arabic and Classical Arabic</li> <li>3. Different forms of narrations in the Quran</li> <li>4. Synthax of the Quranic Language</li> <li>5. Asbabul Nuzool</li> <li>6. Study of Tabatabaie's Tafsirul Mizan</li> </ol>
<b>Suggested Readings</b>	:	<ol style="list-style-type: none"> <li>1. Ahmad, Yusuf Alhaji. (2010). The Unchallengeable miracles of the qur'an: the facts that can't be denied by science. Darussalam, Riyadh</li> </ol>



		<ol style="list-style-type: none"> <li>2. Al-Mubarakpuri, Shaykh safiur-rahaman. 2<sup>nd</sup> Ed. (2003). Tafsir Ibn Kathir:: surah al ahzab, verse 51 to the end of surah ad-dukhan. Darussalam, Riyadh</li> <li>3. The Qur'an: english meanings. arabic text with dorresponding english meanings. (1997). Al-Muntada Al-Islami, Abulqasim Pub.House, Saudi Arabia</li> <li>4. Khan, Muhammad Musin. (1997). The Translation of the meanings of sahih al-bukhari-arabic-english. Darussalam, Riyadh</li> <li>5. Pickthall, Mohammad Marmaduke. (1998). The Meaning of the glorious qur'an. Idara/Sh'a'at-e-Diniyat, New Delhi</li> </ol>
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